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ABSTRACT

Intended for curriculum builders at the local level, this handbook outlines a five-step process for curriculum planning: step 1 (define present practices) helps assemble information about the existing English program; step 2 (examine present practices) explores the assumptions behind current English teaching and weighs them in light of the listed resources; step 3 (evaluate present practices) examines the value and effectiveness of the English program for the students in the school; step 4 (identify improved approaches) identifies a number of ways to solve or mitigate problems defined in steps 1-3; and step 5 (implement new ideas) deals with ways to implement the resulting program in classes. Each step consists of a set of questions together with selected references which are provided in a separate section and arranged according to questions and topics. (HS)

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ED 071084

ENGLISH GUIDE

A PROCESS FOR ENGLISH LANGUAGE CURRICULUM BUILDING

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
DOLORES COLBURG, SUPERINTENDENT HELENA, MONTANA

CS 200 294

ED 071084

TO DAVID, ABOUT HIS EDUCATION

The world is full of mostly invisible things,

And teaches small children to do this in their turn.

Howard Nemerov

From *The Next Room Of The Dream,* cprt. by Howard Nemerov, 1962, by special permission of Mr. Nemerov.

PREFACE

This English guide, produced by my office with the assistance of a committee of teachers from across the state representing all levels of public education, is in an intermediate stage. After statewide distribution and trial during the spring and summer of 1972 and during the 1972-73 school year, it will be revised and printed in its finished form. Comments and suggestions for revision are welcomed.

The contents of this guide and its format reflect several assumptions made by committee members. They believe that English teaching is in need of change and that their purpose is to promote and support improved instruction in English-language arts and reading. The committee did not see its task as one of producing a syllabus for Montana's schools, but rather one of concentrating on a process of English language curriculum building. This guide does not concern itself directly with content, scope and sequence, or pedagogy. The committee was motivated by the premise that the most useful solutions to curriculum problems can best come from teachers themselves working closely with trustees, administrators and, of course, the students whom a curriculum serves. This guide, therefore, is addressed not only to teachers, but to everyone concerned with English education and is aimed at assisting them in finding alternatives and solutions to problems in English curriculum.

Dolores Colburg
Superintendent of Public Instruction

COMMITTEE MEMBERS

Martha Adams, Bozeman Elementary Schools, Bozeman
Dick Adler, University of Montana, Missoula
Phoebe Alex, Rudyard High School, Rudyard
Ted Clearman, Havre High School, Havre
Mable Easton, Winans School, Livingston
Bill Ferguson (Chairman) English Supervisor, Office of the Superintendent of Public Instruction
Mary Flanagan, Burlington School, Billings
Donald Gosnell, Western Montana College, Dillon
Duane Hoynes, Montana State University, Bozeman
Frances May Hyatt, Daly Elementary School, Hamilton
Dick Lambrecht, Billings West High School, Billings
Javier Lazo, Victor High School, Victor
Lawrence LeMay, Westview School, Hamilton
Des Margaris, Havre High School, Havre
Viola K. Moore, Washington School, Glendive
Stanley A. Morse, C.M. Russell High School, Great Falls

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Philosophy, Or What This Book Is All About

Why was this handbook written?

It was written because teachers throughout the state have expressed the need to find ways of making their efforts more effective. Long needed and far reaching changes are taking place in English-Language Arts instruction. Teachers in Montana want to examine these new developments and bring them into their classes. This handbook is an effort to help them to do just that.

For whom was it written?

It was written to be used by curriculum builders at the local level.

What is the significance of the title?

The title reflects the writers' view of the unity of English-Language Arts-Reading. The efforts of all teachers in these areas point to a common set of goals, and they share a common vehicle--language. If these goals are to be reached, the means must be found to unite the separate and arbitrary categories of teachers' efforts. The traditional literature-language-composition tripod has failed to provide such unity. Perhaps it can be found in a language-oriented approach. At least the possibility deserves exploration.

What assumptions does this document make about its readers?

Several. It assumes that they neither need nor appreciate being told what to do. It assumes they are concerned to do better and that, as professionals, want to acquaint themselves with recent thinking, both national and international. It assumes a willingness to share new ideas as well as established practices that are known to be effective. Finally, it assumes a willingness to make efforts toward improved teaching far beyond that required to meet minimum expectations.

Why isn't it a curriculum guide?

The only curriculum guide useful in a given district is one written there. Also, it is hard to write a guide that conveys much to those who didn't have a hand in its design. As a result, this handbook focuses on the process of curriculum building, not the product.

How can the handbook be used?

In many ways. Teachers K-12 in a district can use the process outlined here to design new programs. An individual department within a district can do the same. One teacher can use this process to evaluate and improve his particular classes. It can be used to assess current programs and to determine the need for change.

Why the emphasis on process?

Because involvement, the actual doing, produces results. Teachers' best resources are teachers, but unless they have the opportunity to talk, explore, and plan together, they cannot help one another. This handbook provides a framework for bringing teachers together to solve mutual problems. It tries to reflect the importance of *process* in education as opposed to a focus on the end result which, in this day and age, seems to be various and changing. Process also implies more than staff cooperation. It urges teachers to take a hard look at their own practices and, equally important, to examine outside resources. Sound curriculum planning must consider current developments from across the country as well as those problems and experiences unique to one district.

INTRODUCTION

This handbook outlines a five-step process for curriculum planning. Each step consists of a set of questions together with selected references. The questions do not attempt to exhaust the range of useful inquiry though they address themselves to central issues. Not all the questions listed will be relevant to an individual school. Teachers should ignore those which do not fit their particular circumstances and deal with those which do. We hope these questions will suggest other and more detailed lines of inquiry for teachers to develop and pursue as they see fit.

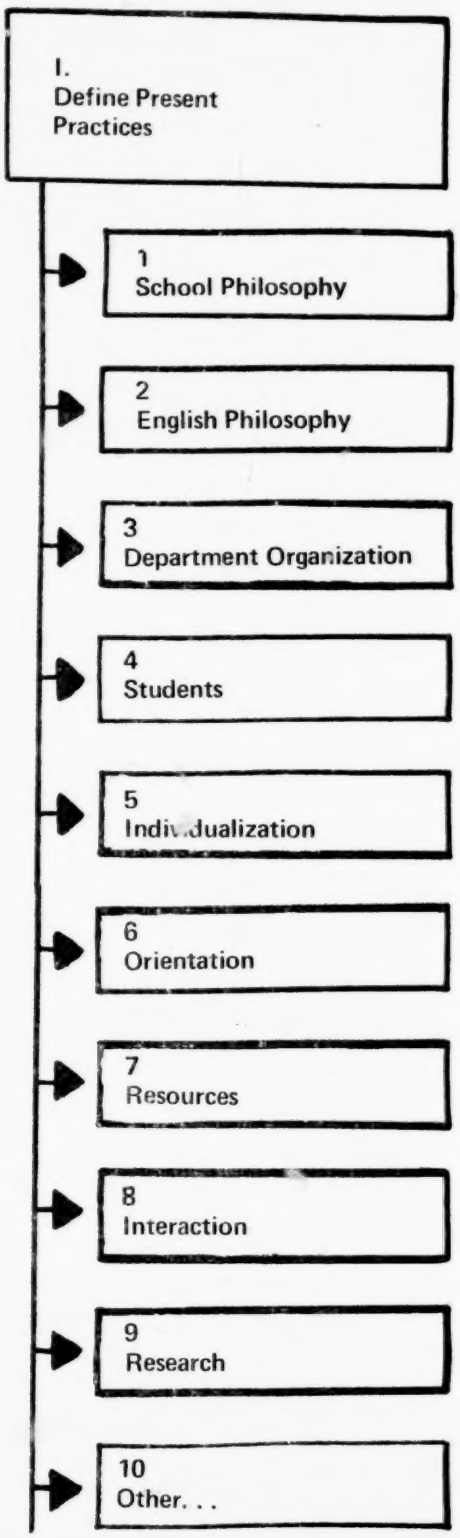
Merely reading through the questions will contribute nothing to curriculum development. They are designed to be examined, mused over, pummeled, kicked, sworn at, and dissected. Unless these questions and others that suggest themselves are taken seriously, sound curriculum planning is not likely to result.

It is clear the questions have no right answers, but it is also clear that some answers are preferable to others. How they are answered will depend on many factors: teachers' educations, their experience, their conscious and unconscious assumptions about their work, and their receptiveness to new ideas. The resources listed with each set of questions are as essential as the questions themselves. This material represents a careful selection from throughout the United States and Great Britain. To ignore these resources will cripple curriculum building regardless of the wealth of local talent and experience.*

How long should each step in the process take? That depends; it should take as long as necessary for teachers to identify significant problems and to discover their own workable solutions for them.

*All titles preceded by code numbers are listed in the catalog *Resources for the Teaching of English* and are available from the National Council of Teachers of English. Other publications should be ordered directly from the publishers or their representatives.

I. DEFINE PRESENT PRACTICES



The purpose of this first section is to help you assemble information about your present English program. For the most part these questions seek factual answers without asking you to place values or judgments on the information.

1. What is your school's philosophy of education?

   a. Is it written?
   b. Do you have a copy?
   c. Do your teaching efforts reflect it? Advance it? Oppose it?

2. What is your philosophy for English instruction?

   a. On what is your philosophy based?
   b. Are you satisfied with it? Why?
   c. Do your fellow teachers share your beliefs or oppose them?
   d. What is your purpose for teaching English?

Consult:

02507R *Growth Through English* by John Dixon
22200R *The Disappearing Dais* by Frank Whitehead
22816R *Sense and Sensitivity: The Philosophy and Practice of English Teaching* by J. W. Patrick Creber
02856R *High School English Instruction Today: The National Study of High School English Programs* by James Squire and Roger Applebee
Teaching the Universe of Discourse by James Moffett

3. How is your department organized?

   a. Does its organization facilitate change and improvement?
   b. If it doesn't, what are you doing about it?

Consult:

02703R *High School Departments of English: Their Organization, Administration and Supervision,* edited by Robert Lacampagne

4. How much do you actually know about your students?

   a. How do you feel about them?
   b. How do they feel about you?

Consult:

01679R *English for the Junior High Years,* edited by Stephen Dunning. See the article there by Elton B. McNeil, "Early Adolescence--Fact and Fantasy."

5. Is your instruction individualized to meet their needs?

   a. How do you know their needs?
   b. How much individualizing happens?
   c. What forms does it take?

> Consult:
>
> 30353R *Explorations in Children's Writing,* edited by Eldonna Evertts. See the article by Richard Lewis, "A Vital Experience."

6. In what ways is your present program teacher-oriented? student oriented? textbook-oriented?

   a. Is its present orientation deliberate?
   b. Is change possible?

7. What resources (including teachers, students, consultants, colleges, money materials, etc.) do you have and how adequately do you use them?

8. What possibilities exist for interaction and visitation among the elementary, junior high and high schools within your community and with those in other communities?

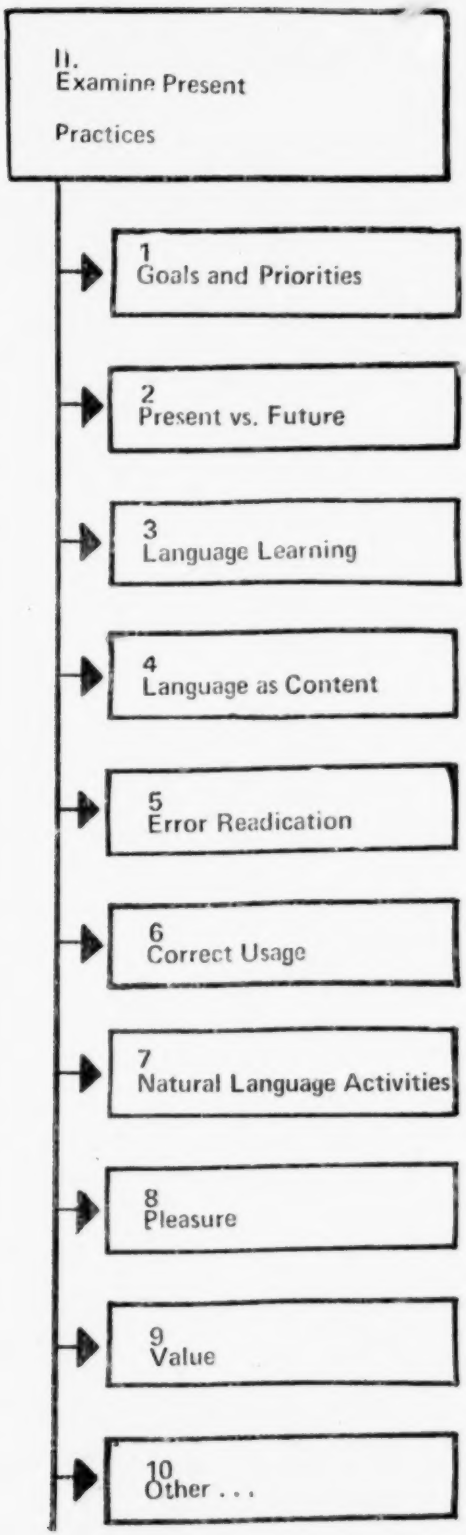
   a. What do you need to do to find out what happens in English classes in the rest of your district? In other districts?
   b. How can other teachers learn what you're doing?

9. To what degree are your present teaching practices responsive to current research findings?

   a. Answer this question as best you can now. Answer it again and again as you study the resources recommended in this and the following four sections. Don't be afraid to change your answers.

> Consult:
>
> 14656R *Deciding the Future: A Forecast of Responsibilities of Secondary Teachers of English, 1970-2000 AD* by Edmund J. Farrell
>
> NCTE Research Monographs: *Research in the Teaching of English*

II. EXAMINE PRESENT PRACTICES



Section II asks you to explore the assumptions behind your current English teaching and weigh them in light of the listed resources. Note the discrepancies carefully but don't let them threaten you. They will be useful later.

Consult:

25866R *The Learning of Language,* edited by Carroll Reed
22433R *Language, the Learner and the School*
25653R *Language and Language Learning,* edited by Albert Marckwards
Teaching the Universe of Discourse by James Moffett
A Student-Centered Language Arts Curriculum, K-13 and K-6 by James Moffett
Language and Thought of the Child, 3rd edition by Jean Piaget

1. What are your goals for language instruction and what priority do they have?

   a. How did you arrive at these aims?
   b. By what criteria did you rank them?
   c. How feasible are they?

2. In what ways is your present program in language instruction aimed at preparing students for some future activity? In what ways is it aimed at meeting immediate needs?

   a. Are these two aims in conflict? If so, is resolution possible?
   b. Under what conditions should one aim predominate over the other?
   c. Should you attempt to strike a balance between them?

3. Do you think language learning is best achieved through close attention to separate categories such as vocabulary, spelling, grammar, reading, literature, composition, and speech?

   a. If you answer yes, then you'll need to find a way to bring these categories into some meaningful relationship.
   b. If your answer is no, you must find a more workable alternative.

Consult:

22406R *The Excitement of Writing* by A. B. Clegg
01679R *English for the Junior High Years,* edited by Stephen Dunning. See particularly the three articles by Wallace Douglas.

4. What should elementary and secondary students learn about language?

   a. Is a formal language study program justified? If so, when should it begin?
   b. Are you aware of what contemporary thinking says about the study of grammar?
   c. Is conditioning students in school language patterns necessary?
   d. Is there a connection between learning about language and learning to use language?

> Consult:
>
> The same resources as listed for number 3 above and
> 16306R *Transformational Sentence Combining* by John Mellon

5. How important is error eradication and how should it be approached? What weight should it carry in evaluating composition?

   a. What balance should evaluation strike between what a student says and how he says it?
   b. What consideration should age, interest and ability receive?
   c. If you make error avoidance or correction a major criterion for success in composition, what attitude do you express toward what your students have to say?
   d. Does this attitude encourage students to talk and write?

> Consult:
>
> 01679R *English for the Junior High Years,* edited by Stephen Dunning.

6. How significant is "correct usage" as an indication of students' language attainment?

   a. What other criteria measure language growth?
   b. How can you help students improve usage without stifling them?

7. Can natural language activities help children use language effectively even when you make little formal effort to stress correctness?

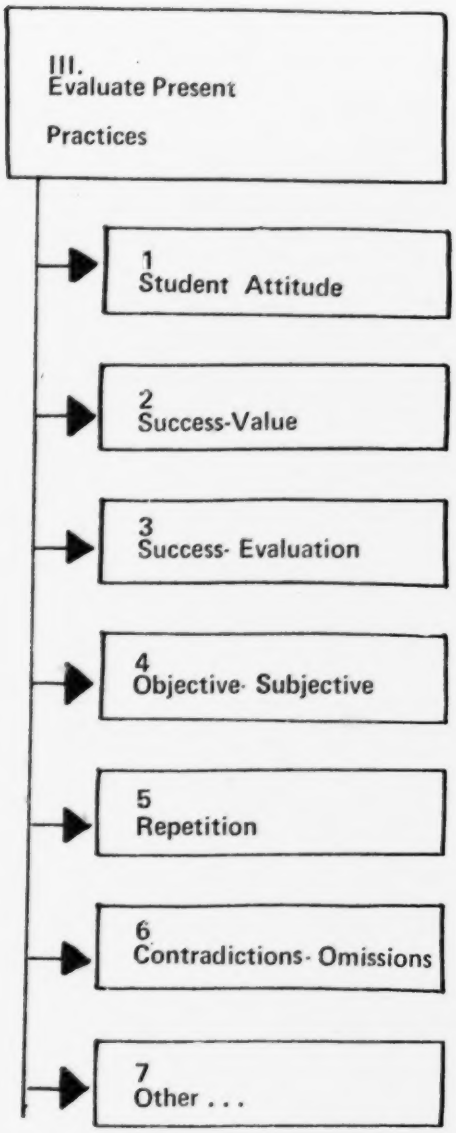
   a. To understand what is meant here by *natural* you should read the two volumes by James Moffett. The question to be answered here is what makes kids want to use language effectively?
   b. How much do drills and exercises contribute to this development?

8. How important is your responsibility to help students find pleasure in using language?
   a. How can it be fulfilled?
   b. How often do students enjoy their current work?
   c. How do they express their pleasure or the lack of it?

9. How essential is English as a given body of content?

   a. Are English skills valuable in and of themselves or only as means to other ends?
   b. Is English instruction more valuable for the results it produces or for the processes it generates?

III. EVALUATE PRESENT PRACTICES



Keeping in mind the information and attitudes brought out in the two previous steps, you are asked in this section to judge the value and effectiveness of your present program for the students in your school.

1. In what ways are students apathetic about your present program? In what ways are they enthusiastic?

   a. What conclusions can you draw from their feelings?
   b. How can the changes you are likely to make take these feelings into account?

2. Which practices are working? Which are not? Which are worthwhile?

   a. What evidence indicates their success or failure?
   b. Does the fact of their working or failure establish their values?
   c. What is an acceptable gauge of the value of an educational practice?

Consult:

00830R *Classroom Practices in Teaching English--'68-'69*
00849R *Classroom Practices in Teaching English--'69-'70*
00858R *Classroom Practices in Teaching English--'70-'71*
00867R *Classroom Practices in Teaching English--'71-'72*

3. What teaching goals and practices do you perpetuate because they seem to work and can be easily measured?

   a. Is there a difference between real and apparent success?
   b. Are you ever encouraged or satisfied to achieve "apparent" success?

Consult:

The same resources as listed for number 2 above.

4. To what extent to your evaluation procedures recognize that many desirable goals cannot be objectively measured?

   a. Besides test performance, what other evidence of growth and development should/could you consider?
   b. What weight should these factors have?
   c. Though it cannot be accurately assessed, is the students' emotional growth as valid a goal as intellectual achievement?
   d. What is the difference between evaluation and grading?
   e. Is there a meaningful difference between informed subjectivity and pure whim?

Consult:

The same resources as listed for numbers 2 and 3 above.

5. Does your present program have repetitious content? If so, is the repetition justifiable?

   a. Is some material presented year after year?
   b. Is it that difficult to learn or teach?
   c. Is it that necessary?

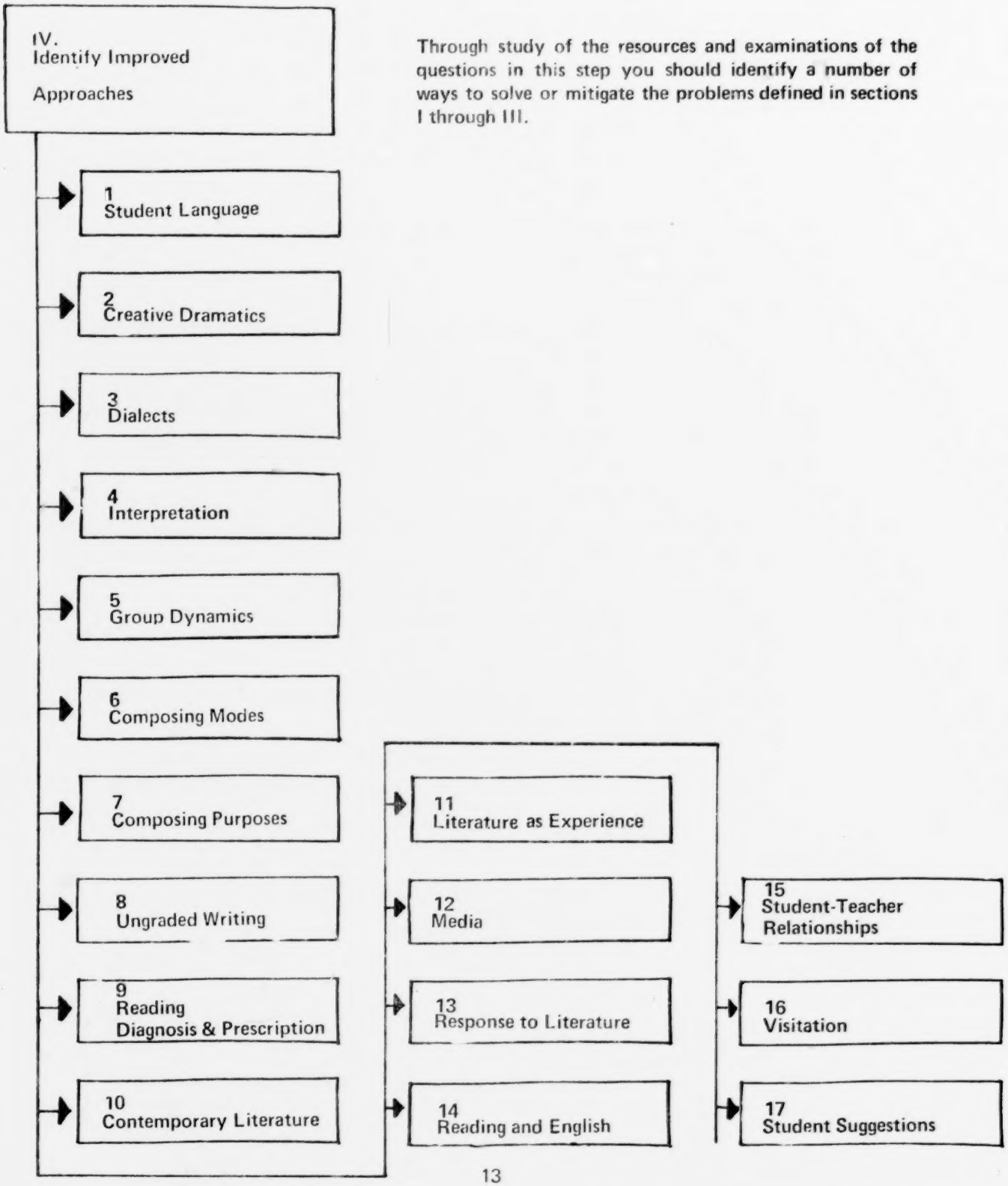
> Consult:
>
> 02507R *Growth Through English* by John Dixon
> *Teaching the Universe of Discourse* by James Moffett

6. Are there contradictions or important omissions?

   a. How do you know that the many important things you cannot teach are presented somewhere later?
   b. From year to year and from teacher to teacher, do your students encounter a healthy variety of viewpoints, methods and materials?

> Consult:
>
> The same resources as listed for number 5 above.

IV. IDENTIFY IMPROVED APPROACHES



Through study of the resources and examinations of the questions in this step you should identify a number of ways to solve or mitigate the problems defined in sections I through III.

1. To what extent should language study evolve from the process experience rather than from the textbook?

   a. How often do students work in class with examples of their own use of language?
   b. What kinds of discrepancies do you find between textbook offerings and your students' real language needs and interests?
   c. What do you do whenever the textbook is inadequate?

2. Do students explore experience through the spectrum of dramatic arts, including oral interpretation, acting, pantomime, play writing and creative dramatics?

   a. Are you familiar with these activities and how they can be used?
   b. If they do, how useful are these activities?
   c. If they don't, why not?

Consult:

36259R *Drama in the English Classroom* by Douglas Barnes
17751R *Drama: What is Happening* by James Moffett
Playmaking with Children, 2nd edition by Winifred Ward

3. Do your students explore dialects and customs of other language communities through the use of tapes and records?

   a. If not, how do they get some sense of dialect differences?
   b. What feelings do you and they have about dialects, particularly non-standard ones?

Consult:

25001R *Discovering American Dialects* by Roger Shuy
24306R *Americans Speaking* by John Muri and Raven McDavid

4. Do students explore their interpretations of all types of literature through oral reading, improvisation and role playing?

   a. See questions under number 2 above.

Consult:

36927R *Literature as Exploration* by Louise Rosenblatt
37855R *Response to Literature* edited by James Squire

5. Is there ample provision for student-led, student-centered discussion that takes advantage of the possibilities of group dynamics?

   a. How can discussion be valuable as discussion without concerning itself particularly with some other end?
   b. James Moffett's works can help shed light on these questions.

6. Should the composing process include speaking, acting and filming as well as writing?

   a. If you expand composing to include these activities, what problems do you encounter?

Consult:

30353R *Explorations in Childrens' Writing,* edited by Eldonna Evertts
30601R *A Guide for Evaluating Student Composition,* edited by Sister Judine, I.H.M.
32306R *The State of Knowledge About Composition*
32609R *The Teaching of Writing in Our Schools* by Richard Corbin

7. Should the primary function of composition be exploration and personal development or utility and skill development?

   a. Are these two general aims in conflict?
   b. If so, how can they be reconciled?
   c. If they can't be reconciled, which should take precedence?

Consult:

The same resources as listed for number 6 above.
01679R *English for the Junior High Years,* edited by Stephen Dunning. See particularly the three articles by Wallace Douglas.

8. Should students have writing experiences that are not graded?

   a. If each piece of writing must be graded, how can students get enough practice to make progress?
   b. What, after all, is the function of grading compositions?
   c. What advantages and disadvantages would ungraded composition pose?

9. Are diagnosis and prescription considered in the development of reading skills at all levels?

   a. Who on your staff is qualified to do this?
   b. If no specialist is available, how much can you do yourself?
   c. What other resources are available?

Consult:

14460R *What We Know About High School Reading,* edited by M. Agnella Gunn
50955R *Reading: Process and Program* by Kenneth Goodman and Olive Niles
51605R *The Teaching of Reading in Our Schools* by Ruth Reeves

10. Do you encourage students to explore all types of literature and especially all types of contemporary literature?

    a. What forms does your encouragement take?
    b. What results does it give?
    c. Why the emphasis on contemporary literature?

11. Does the study of literature emphasize interpretation, evaluation, perception (understanding) and personal involvement?

    a. How do you tend to regard the study of literature--as the transmittal of a given body of knowledge or as the exploration of the experience of works of art?
    b. What fraction of the time devoted to literature study do your students spend learning *about* literature as opposed to working (or playing) with it?

12. Is adequate use made of films, television, radio, slides and recordings?

    a. How do you handle the use of media-as instructional instruments, as topics of study themselves, or both?

Consult:

45150R *Media and the Teaching of English* edited by Kenneth Donelson
45203R *The Motion Picture and the Teaching of English*
46060R *The Uses of Film in the Teaching of English* by W. Victor Whatton

13. Does the discussion of literature provide an open forum for the varieties of responses and opinions of all who wish to talk in class?

    a. How do you handle literature discussion?
    b. To what extent are the outcomes of discussion determined in advance?
    c. Do students raise their own questions?
    d. Can the discussion take whatever course is needed regardless of your initial intention?
    e. Do you welcome and explore answers you hadn't expected?
    f. How often do students surprise you with responses and insights that had never occurred to you?

14. What relationship exists between instruction in reading at all levels and instruction in English-language arts?

    a. Are reading and English-language arts separate concerns?
    b. If so, how can you unify them toward a common end?
    c. How much time devoted to reading is spent on instruction? How much on actual reading?

> Consult:
>
> *Teaching the Universe of Discourse* by James Moffett

15. Are your relationships with students such that they feel free to talk and write in a sincere and open fashion, or are their expressed views what they feel you want to hear?

    a. How can you build or strengthen the trust that honest communication demands?

16. How can ways be found for you to visit one another's classes and classes in other districts where exemplary language activities are going on?

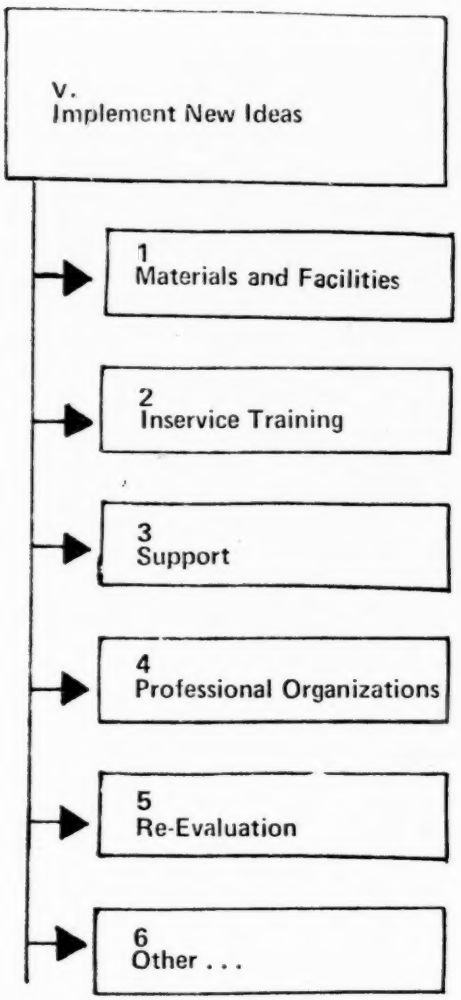
17. What suggestions can your students make for improving English curriculum?

    a. How can students become actively involved in curriculum planning?

18. Having examined and studied your present program in light of the resources listed in this and previous steps, you will see the need for many kinds of changes.

    a. What new practices do you need to introduce?
    b. Which of your present practices should be retained and improved?

V. IMPLEMENT NEW IDEAS



At this point you have determined the kinds of changes that need to be made in your curriculum and you are ready to write a guide that spells them out. This final section deals with ways to implement the resulting program in your classes.

1. What do you need to do to provide the materials and facilities necessary for writing and implementing a new curriculum guide?

    a. How much time, money and materials will be needed?
    b. How can your administrators and trustees be best informed of these needs?

2. What plans can you make for the inservice training required to institute your new program?

    a. What topics should this training deal with?
    b. What forms should it take?
    c. Who can provide it?

3. How can you inform and elicit support from the community, parents and students for your new program?

4. What steps should you take to make better use of the information services and consultant help provided by NCTE, MATE, NEA, IRA, ECDA, ASCD, ERIC, the Office of the Superintendent of Public Instruction, colleges and universities and your own community resources?

    a. Addresses of these organizations are provided in the general bibliography.

5. Can you plan now to subject your revised English program to continuous close examination through this process which helped bring about its revision?

Quoted prices may no longer be current. Check before ordering.

BIBLIOGRAPHY

SECTION I

Question 2:

Growth Through English--By John Dixon. Published by the National Association for the Teaching of English for NATE, NCTE and MLA. Directed to teachers and curriculum specialists; describes the elementary and secondary curriculum recommended by Anglo-American conferees at the Dartmouth Seminar. 120p. 1967 (NATE). E. S. $1.50. (02507R)

The Disappearing Dais-By Frank Whitehead. A study of the principles and practice of English teaching. Bibliography and index. Hardbound, 268p. 1966 (Chatto and Windus). E.S.C. $3.50 ($3.15). (22200R)

Sense and Sensitivity: The Philosophy and Practice of English Teaching--By J. W. Patrick Creber. Shows the "education of the imagination and of the emotions as actively conducive to a high level of technical competence," in two parts; (1) the systematic training of the imagination through the pre-examination years: (2) how various technical skills may be related to a creative approach, which is a discipline in its own right. 253p. 1965 (U. of London). E.S. $2.50 (stock number 22807R, Hardbound, $4.25). (22816R).

High School English Instruction Today: The National Study of High School English Programs--The final report of the five-year national study conducted by James Squire and Roger Applebee, cosponsored by the University of Illinois and NCTE and financed by the U.S. Office of Education. Index. Hardbound. 311p. 1968 (Appleton-Century-Crofts for NCTE). S. $6.50 ($5.50). (02856R).

Teaching the Universe of Discourse--By James Moffett. A detailed explanation of the author's philosophy of teaching reading-language arts-English. It stresses the need for using language for real rather than hypothetical purposes and attempts to structure work in order to take advantage of children's natural mental development. Available from Houghton-Mifflin.

Question 3:

High School Departments of English: Their Organization, Administration, and Supervision--Edited by Robert Lacampagne. Proceedings and recommendations of two conferences of high school department chairmen. Contains specifications for staffing an English department. 164p. 1965 (NCTE). S. $2.00 (02703R).

Question 4:

English for the Junior High Years--Edited by Stephen Dunning. Nine articles on different problems facing these specific schools. A new look at the rapidly changing nature of early adolescence, for which old viewpoints--even those of ten years ago--seem to some of the authors to be of little use. From the 1968 Spring Institutes. 138p. 1969 (NCTE). E.S. $2.00 (15 or more, $1.80 ea.). (01679R).

Question 5:

Explorations in children's Writings--Edited by Eldonna Evertts. Nine papers from NCTE Institutes by Evertts, James Britton, Alvina Burrows, Richard Lewis on the components of language in the schools and talking and writing on all levels. Presents ideas and suggestions in informal language. Bibliography. 122p. 1970 (NCTE). E.S. $2.50 (30353R)

Question 9:

Deciding the Future: A forecast of Responsibilities of Secondary Teachers of English, 1970--2000 AD--Research Report No. 12, by Edmund J. Farrell. Sponsored by the NCTE Committee on Research. From the responses of 80 experts, Farrell fashions a summary of the issues that confront the world and the teacher in the next generation and encapsulates the best guesses of experts in educational technology, learning theory, secondary curriculum, and English as to what might be expected between now and the year 2000. Proposes a need for the future planning and better preservice programs to prepare teachers to anticipate and knowledgeably participate in change during their careers. 188p. 1971 (NCTE) S.C. $3.00 (15 or more, $2.70ea.). (14656R)

Research in the Teaching of English--Edited by Richard Braddock. Presents articles on new research and a summary of recent developments in English education. Subjects include language development, specific aspects of writing style, attempts to measure quality of response to literature, and other varied problems of English teaching. 1971 EDPRESS All-America Winner. Published spring and fall. Three-year subscriptions (6 issues), $6.00; annual subscription (2 issues), $3.00. (CIJE,CC)

SECTION II

ALL:

The Learning of Language-Edited by Carroll Reed. A research-oriented collection: The Acquisition of Language in Infant and Child, Martin Braine; Development of Native Skills beyond the Early Years, John Carroll; The Psychology of Learning and the Study of English, James Deese; Variations in Language, William Labov; Second-Language Learning, Jane Torrey; The Basis of Speech, William Wang; Speech Pathology, Robert West; the Ontogenesis of the Problem of Reference: A Review of Some Theories of Linguistic Symbols, Jerry Fodor; Lexicography, Yakov Malkiel; Language in the Schools, Ruth Strickland; Second-Language Teaching, Robert Lado. From the introduction by Charles Ferguson: "The chapters. . .reflect the present ferment and growing activity in the study of language learning." 430p. 1971 (Appleton-Century-Crofts for NCTE). E.S.C. Available October 15. Price not set. (25886R)

Language, the Learner and the School--Contains a research report by Douglas Barnes, Language in the Secondary Classroom; Talking to Learn by James Britton; and a discussion document prepared by members of the London Association for the Teaching of English, A Language Policy across the Curriculum. 128p. 1969 (Penguin). E.S. $1.25 (22433R)

Language and Language Learning--A Dartmouth Seminar Paper edited by Albert Marckwardt. Papers on language standards and attitudes by Marckwardt and David Mackay, on linguistics and the teaching of English by John Sinclair, and on the breadth and depth of English in the United States by Joshua Fishman. Includes a group report discussing the linguistic component of the preparation of the English teacher. 74p. 1968 (MLA, NATE, NCTE). E.S.C. $1.50 (15 or more, $1.35 ea). (25653R)

Teaching the Universe of Discourse--by James Moffett. See annotation under Section I, Question 2 in this bibliography.

A Student-Centered Language Arts Curriculum, Grades K-13--by James Moffett. Companion volume to *Teaching the Universe of Discourse*. Outlines the classroom practice of a "naturalistic" approach to English. Lots of suggestions for small group work, discussion techniques, and writing.

Language and Thought of the Child, 3rd edition--by Jean Piaget. A Classic study of mental development in children and its corresponding stages of linguistic growth. This work provides a wealth of evidence for many of the changes now being advised in early education.

Question 3:

The Excitement of Writing--An important, practical book on creative, imaginative writing edited by A.B. Clegg. Hardbound 138p. 1965 (Chatto and Windus). E.S. $2.25 (22406R).

English for the Junior High Years--edited by Stephen Dunning. See annotation under Section I, Question 4 in this bibliography.

Question 4:

Transformational Sentence-Combining: A Method for Enhancing the Development of Syntactic Fluency in English Composition--NCTE Research Report No. 10, by John Mellon. Describes a study which determined that specially structured activities (sentence-combining practice) not related to composition instruction yielded by-products in student writing. 114p. 1969 S. $1.50 (15 or more, $1.35 ea.). (16306R).

Question 5:

English for the Junior High Years-Edited by Stephen Dunning. See annotation under Section I, Question 4 in this bibliography.

SECTION III

Questions 2 - 4:

Classroom Practices in Teaching English-'68-'69--The sixth in a series. More than twenty descriptions of promising ideas in English, e.g., Introducing Poetry through Pop Music, Slides: A Focus for Imagery, and several ideas for individualized programs. A. Beeler and D. Emery, co-chairmen. 122p. 1968 (NCTE). E.S.C. $1.25 (15 or more, $1.10 ea.). (00830R).

Classroom Practices in teaching English-'69-70--Edward Fagan and Jean Vandell, editors. Nineteen papers whose focus is Minorities: Communicating

the Dream's Responsibility. Includes new and older, proven methods. 58p. 1969 (NCTE). E.S.C. $1.25 (15 or more, $1.10 ea.). (00849R).

Classroom Practices in Teaching English-'70-'71-Edward Fagan and Jean Vandell, editors. Focus-Humanizing English: Do Not Fold, Spindle, or Mutilate. Includes articles defining and investigating the problems of the effective domain, as well as concrete suggestions and examples of methods and units. 103p. (NCTE) E.S.C. $1.50. (15 or more, $1.35 ea.). (00858R).

Classroom Practices in Teaching English-'71-'72-Edward Fagan and Jean Vandell, editors. Focus--Through a Glass, Darkly. Includes articles which demonstrate how teachers can remain in control of the learning experience, even though a systems approach is adopted. The knowledge of who organizes the systems, according to what criteria, and to what effect should help English teachers "to lighten the dark glass of allegedly dehumanized systems." 1971. (NCTE) E.S.C. Available December 1; write Business Manager for price.

Questions 5 & 6:

Growth Through English--by John Dixon. See annctation under Section I, Question 2 in this bibliography.

Teaching the Universe of Discourse--by James Moffett. See annotation under Section I, Question 2 in this bibliography.

SECTION IV

Question 2:

Drama in the English Classroom--A Dartmouth Seminar Paper by Douglas Barnes. Contains articles on democracy and education, drama in English teaching, and a secondary school drama syllabus and a discussion of drama in the primary school. 65 p. 1968 (MLA, NATE, NCTE). E.S. $1.50 (15 or more, $1.35 ea.). (36259R).

Drama: What is Happening--by James Moffett, who believes that drama and speech are central to a language curriculum and that dramatic interaction is the primary vehicle for developing thought and language. Displays similarities between theatrical and everyday drama to show how it "subsumes speech and engenders the varieties of writing and reading." 54p. 1967 (NCTE). E.S. $1.25 (15 or more, $1.10 ea.). (17751R)

Playmaking with Children--by Winifred Ward. A basic text for exploring language and creative dramatic activities. One of the best for beginning teachers. 1957 (2nd edition, New York: Appleton-Century Crofts).

Question 3:

Discovering American Dialects--by Roger Shuy. Discussion of dialect regions and varieties useful in high school classes. Sponsored by the NCTE Commission on the English Language. 68p. 1967 (NCTE). S.C. $1.50 (30 or more, $1.00 ea.). (25001R).

Americans Speaking--By John Muri and Raven McDavid. An LP recording of a set passage and free discourse read by speakers from six dialect areas in the U.S. Accompanying pamphlet with tests of passages and a checklist for listening by Virginia McDavid. Sponsored by the NCTE Committee on Recordings and the Commission on the English Language. 1967. S.C. $3.95 ($3.50). (24306R).

Question 4:

Literature as Explorarion--By Louise Rosenblatt. Revision of an influential work on the personal experience of literature, the interaction of book and reader, with suggestions for relating analytical approaches to these more affective matters. Attempts to relate the literature to what the student brings to it; describes social concepts which influence study. Bibliography and index. 304p. 1969 (Noble and Noble). E.S.C. $2.20 ($2.00). (36927R).

Response to Literature--A Dartmouth Seminar Paper edited by James Squire. Contains articles on literature, moral imagination, reading and writing by James Britton, D.W. Harding, James Miller, Jr., Benjamin DeMott, and Squire. 80p. 1968 (MLA, NATE, NCTE). E.S. $1.50 (15 or more, $1.35 ea.). (37855R).

Questions 6 & 7:

Explorations in Children's Writing--Edited by Eldonna Evertts. See annotation under Section I, Question 5 in this bibliography.

A Guide for Evaluating Student Composition--Sister Judine, I.H.M., editor. Many approaches to evaluation plus discussions of the total writing process, the student's audience, and the success or failure of communication. 162p. 1965 (NCTE). S.C. $1.95 (15 or more, $1.50 ea.). (30601R).

The State of Knowledge About Composition--A reprint of Chapter III from *Research in Written Composition.* A review of what is known about teaching and learning of written composition. 25p. 1963 (NCTE). E.S.C. $.75 (15 or more, $.65 ea.). (32306R).

The Teaching of Writing in Our Schools--By Richard Corbin. Especially written for parents. Discussion of the nature of the writing act, method of teaching generally used in the school, suggestions for helping the child at home. A Macmillan paperback sponsored by NCTE. 118p. 1966. E.S. $1.95 ($1.65). (32609R).

Question 7:

English for the Junior High Years--Edited by Stephen Dunning. See annotation under Section I, Question 4 in this bibliography.

Question 9:

What We Know About High School Reading--NCRE papers from *English Journal* which update an earlier NCRE bulletin on the same subject. Eight papers on what research in reading reveals about the high school student, attitudes, successful program, teaching practices, reading in content fields, materials, and evaluation--all addressed to the teacher of English. Edited by M. Agnella Gunn. 106p. 1969 S.C. $1.50 (15 or more, $1.35 ea.). (14460R).

Reading: Process and Program--By Kenneth Goodman and Olive Niles. Two papers sponsored by the NCTE Commission on the English Curriculum. Goodman: a psycholinguistic, scholarly view of language and reading. Niles, focusing on the secondary school: appropriate "climates," development of curriculum, recent trends, evaluation of organizational structure, teacher selection and preparation, materials. 74p. 1970 (NCTE). E.S.C. $2.25 (15 or more, $2.00 ea.). (50955R).

The Teaching of Reading in our Schools--By Ruth Reeves. Especially written for today's parents. Chapters on reading readiness, early steps in learning to read, essential reading skills, the reading of literature, and general reading programs. A Macmillan paperback sponsored by NCTE. 120p. 1966 $1.95 ($1.65). (51605R).

Question 12:

Media and the Teaching of English--Edited by Kenneth Donelson. A wide range of enthusiastic ideas for heightening interest in English by using various media. Sixteen practical articles on evaluation of media use, filmstrips, television, slide-tape presentations, bulletin boards at the high school level. 78p. 1970 (*Arizona English Bulletin)* S. $1.25. (45150R).

The Motion Picture and the Teaching of English--An official NCTE report developed during a three-year period under a special grant from Teaching Film Custodians, Inc., Marion C. Sheridan, chairman. Reports new approaches to film study with photographs explaining the relation of film to the study of literature, language and composition. Indexes. 168p. 1965 (Appleton-Century–Crofts for NCTE). E.S.C. $1.95 ($1.65), (45203R).

The Uses of Film in the Teaching of English--W. Victor Whatton, chairman. Declares that film can justifiably be taught as part of English. Suggests ways that the English teacher can make room for film study in an already crowded curriculum. States that mass media are shaping young people, and yet the schools are doing little to teach students to actively respond and critically think about new media. Report of the English Study Committee, Office of Field Development, The Ontario Institute for Studies in Education, Canada. 184p. 1971 E.S.C. $3.75 ($3.40) (46060R)

Question 14:

Teaching the Universe of Discourse-by James Moffett. See annotation under Section I, Question 2 in this bibliography.

ADDITIONAL SUGGESTED RESOURCES

LANGUAGE

A Common Language--By Albert Marckwardt and Randolph Quirk. A discussion of British and American variants in language. 79p. 1966 (BBC). S.C. $1.00 ((24501R)

Children and Oral Language--A comprehensive statement on oral language with supporting evidence, detailed recommendations, and a complete bibliography. Developed by a joint committee of the ACEI, ASCD, IRA and NCTE. 38p. 1964 E.S.C. $1.00 (24404R)

Creative Experiences in Oral Language--Mabel Wright Henry, editor. Bulletin on the interpretive language arts including chapters on choric interpretation, storytelling, creative dramatics, children's theatre, curriculum planning and others. Prepared by an NCTE Committee on Interpretive Arts in the Elementary School. 121p. 1967 (NCTE) E. $2.50 (15 or more, $2.25 ea.) (24609R)

Culture, Class, and Language Variety: A Resource Book for Teachers--By A.L. Davis, William Austin, William Card, Raven I. McDavid, Jr., and Virginia McDavid. Special collection of papers on standard and nonstandard dialects. Revision of a USOE project report. Includes discussions of historical, regional and social variations; the effect of culture and class on language use; phonetics and phonemics; suprasegmental phonemes; trouble spots in standard English; nonverbal communication; teaching methods and specific nonstandard dialects. Accompanied by a recording of passages by three dialect speakers (also translated in the book). Bibliography and index. 1971 (NCTE) E.S.C. Available October 1; write Business Manager for price. (24636R)

Dialects in Illinois/A Classroom Survey of Dialects--Articles by A.L. Davis and Carol Hughes. Includes maps illustrating dialect distribution (Davis) and description of a community dialect survey by students (Hughes). 25p. 1970 *(Illinois English Bulletin)* E.S.C. $.50 (24752R)

Language Explorations for the Elementary Grades--From the Nebraska Center. An introduction to modern language theory for the elementary teacher. 179p. 1966 E. $1.25 (06503R)

Linguistics and the Classroom teacher--By Harold Shane. Includes a review of language teaching in the past, the current revolution and projects for the future, a glossary of linguistic terms, a bibliography and other aids. Especially valuable as a first step for teachers with a limited background. 120p. 1967 (ASCD) E.S. $2.75 (26055R)

Research in Oral Language--A collection co-sponsored by NCRE, ASCD, NCTE, ACEI, and IRA and reprinted from issues of *Elementary English.* Papers on personal and sociological influences, listening, suggestions for further research, and evaluation of oral language. Bibliography. Edited by Walter Petty. 67p. 1967 E.S.C. $1.50 (15 or more, $1.35 ea.) (14004R)

The Language and Mental Development of Children: An Essay on Educational Psychology--By A.F. Watts. The classic consideration of every aspect of English teaching and training by relating the problem of English teaching and English learning to the mental aptitudes and development of the child. Published in England by George G. Harrap & Co. Hardbound. 354p. 1944 E $2.50 (50508R)

LITERATURE

Haiku in English--By Harold G. Henderson for the Japan Society of New York. An introductory study of Japanese haiku in three parts: (1) Japanese haiku, (2) haiku in English, (3) writing and teaching haiku in English. 1965 (Charles E. Tuttle Co.,). S.C. $1.25 ($1.00) (36507R)

Literature and The English Department--By Barrett John Mandel. Personal report of a mostly successful attempt to encourage a love of literature in one class of college students. Includes excerpts from students' journals and recommends drastic changes in present department goals and organization. 144p. 1970 (NCTE) S.C. $2.50 (03622R)

Negro Literature for High School Students--By Barbara Dodds. A result of the author's search for worthwhile material relevant to her own inner-city students. Reviews 150 books and suggests unit and lesson plans which make use of these books. Includes a discussion of junior novels and a Detroit curriculum supplement on Negro literature for grade 9. Index. 157p. 1968 (NCTE) E.S. $2.00 (15 or more, $1.80 ea.) (37329R)

On Teaching the Bible as Literature--A guide to selected biblical narratives for secondary schools by James Ackerman with Jane Stouder Hawley, published for the Indiana University English Curriculum Study Center. The historical, textual and cultural background of each selection is clearly presented for the teacher's use, and an annotated bibliography lists important reference works. 121p. 1967 S. $1.45 (37356R)

Poetry and the Child--By Flora J. Arnstein. Discusses ways to teach children to write poetry and understand it. Calls on Arnstein's experience in the classroom and offers many samples of children's poems and their reactions to poetry. States that criticism is fatal to most children's creative writing. 126p. 1971 (Dover reissue of NCTE/Appleton-Century-Crofts edition.) E. $2.00 ($1.80) (50802R)

Poetry for the Elementary Grades--A collection of poems related to materials and units in the Nebraska elementary English curriculum series. With background material on poetry and language for the teacher's use. Nebraska Curriculum Center. 206p. 1966 E. $1.25 (06807R)

Shakespeare in the Classroom--By Robert Ornstein. Eighteen pages of discussion with eleven 8½ x 11" illustrations on glossy stock, detachable for bulletin board display. 1960 (Educational Illustrators) S. $2.00 ($1.80) (38202R)

Teaching Literature in Grades Seven Through Nine--Edited by Edward Jenkinson and Jane Stouder Hawley. A course of study in literature developed in the Indiana University English Curriculum Study Center. Presents a critical basis for the development of units of instruction. 304p. 1967 $2.65 (38453R)

Teaching Literature in the Elementary School--By Norine Odland. An exhaustive survey of attitudes, research and practices in the use of literature for children. Includes suggestions for needed research. NCTE/ERIC Studies in the Teaching of English. 58p. 1969 E.C. $1.50 (38480R)

The Uses of Myth--A Dartmouth Seminar Paper edited by Paul A. Olson. Contains articles on myth, literature, and education by Albert Lavin, William Wallace Robson, George Cameron Allen, Barbara Hardy and Olson. 61p. 1968 (MLA, NATE, NCTE) E.S. $1.50 (15 or more, $1.35 ea.) (39407R)

COMPOSITION

A Guide for Evaluating Student Composition--Sister Judine, I.H.M., editor. Many approaches to evaluation plus discussions of the total writing process, the student's audience, and the success or failure of communication. 162p. 1965 (NCTE). S.C. $1.95 (15 or more, $1.50 ea.). (30601R)

From Thoughts To Words--By Marlene Glaus. An attractive illustrated collection of ideas for language arts enrichment activities. 134p. 1965 (NCTE). E. $2.95 (30406R)

Let the Children Write--An explanation of intensive writing by Margaret Langdon. "In a straightforward, understandable way the author outlines the stimulus used in each 'intensive writing' lesson and the results obtained, including many examples of the pupils' work." 72p. 1966 (Longmans, Green and Co.). E.S. $1.00 (22451R)

Standards for Written English in Grade 9--From the *Indiana English Leaflet*. Practices and policies recommended for administrators in charge of ninth grade English programs. 39p. 1962 S. $1.00 (32100R)

The Composing Processes of Twelfth Graders--Research Report No. 13, by Janet Emig. Sponsored by the NCTE Committee on Research. In this case study, eight twelfth-graders were asked to give autobiographies of their writing experiences and to compose aloud in the presence of the investigator. The data reveal that school-sponsored composing is primarily "extensive" (conveying a message; reportorial; exploring the cognitive domain) and self-sponsored writing is more often "reflexive" (focusing on thoughts and feelings; tentative, personal; exploring the affective domain). Based on her findings, the author suggests needed changes in the way composition is taught and the way teachers are trained to teach it. 1971. (NCTE). E.S.C. Available December 1; write Business Manager for price. (14629R)

The Excitement of Writing--See annotation under Section II, Question 3 in this bibliography.

The Sentence and the Paragraph--Articles on rhetorical analyses of English prose by Francis Christensen and others. Reprinted from CE and CCC. 76p. 1966 S.C. $.75 (15 or more, $.65 ea.). (31904R)

MEDIA

The Compleat Guide to Film Study--Edited by G. Howard Poteet. Examines the various approaches to high school film study, the effect of film study on study of English and on enjoyment of film. Treats the values, problems and technicalities of teaching film at the high school level. Discusses the danger that film will become just another academic subject, losing its relevancy the same way literature has for many students. Prepared with the NCTE Committee on Film Study. Six of the 18 articles were written for the book. Photographs. 1971 (NCTE). S.C. Write Business Manager for availability and price. (44810R)

Film: The Reality of Being--By Rodney E. Sheratsky. Strong words on present and recommended practices in film study; emphasis on the teacher's attitude and preparation for such work. 13p. 1969 (New Jersey Association). S. $1.00. (44909R)

Using Mass Media in the Schools--William Boutwell, editor. Attempts to answer questions on the proper attitude toward mass media, the nature of modern media, and what teachers are doing to help students to learn to evaluate and live with mass media. Index. Cloth. 292p. 1962 (Appleton-Century-Crofts for NCTE). E.S. $4.50 ($3.50) (46104R)

CENSORSHIP

Censorship--Twelve articles on such facets as the textbook publisher's role as censor and critic of censorship; a short social history of censorship; the view of NEA; the roles of the superintendent, the English department chairman, and the school itself; and differing statements of position. 47p. 1969 *(The Leaflet* of the New England Association). E.S.C. $1.00. (17136R)

Censorship and the English Teacher--A collection of articles on such aspects of censorship as the right to read, the fear of books, a policy statement by the Wisconsin council, influence of the "ruling group," the English teacher's responsibility, arguments against censorship by Milton and Mill, a survey of censorship in Arizona schools, court decisions and legal arguments about censorship and obscenity, and an extensive bibliography. 58p. 1969 *(Arizona English Bulletin).* E.S.C. $1.25 (15 or more, $1.10 ea.). (17154R)

Meeting Censorship in the School: A Series of Case Studies--Examples of objections made by individuals to certain books in English classrooms and libraries. Includes cases in which the teachers were successful and unsuccessful in meeting the challenge of censorship. Given, although anonymously: the community, the school, the complaint and the objector, and the reaction to the complaint. John Hove, Chairman. 54p. 1967 (NCTE). E.S.C. $1.00 (15 or more, $.90 ea.). (19330R)

READING

Books for You, 1971 Edition--Jean A. Wilson, chairman. Booklist for senior high school, organized by subject categories. Major additions: poetry and language, and an afterword. 1971 (Washington Square Press for NCTE). S. Available December 1. $.95. ($.85). (42402R)

High Interest--Easy Reading for Junior and Senior High School Reluctant Readers--By Raymond Emery and Margaret Houshower. Contains reading activities, an interest in inventory to be filled out by the student, and a bibliography for junior and senior high school students with reading and interest levels included. Index. 40p. 1965 (NCTE). S. $1.00. (43009R)

Reading Ladders for Human Relations, Fifth Edition--Virginia M. Reid, editorial chairman, Jesse Perry, associate chairman. Annotated bibliography of works which can give children and young adults more options for ordering their lives in a pluralistic society. Complete revision of the 1963 edition. Sections on Creating a Positive Self-Image, Living with Others, Appreciating Different Cultures, and Coping with Change. Books listed alphabetically in each section by age group: primary, intermediate, junior high, senior high, and mature. Books are cross-listed in many categories. Two-thirds of the books listed were published since 1962 (ACE). E.S. Write Business Manager for availability and price. (43303R)

Reading List for College-Bound High School Students--A list of books compiled by 300 Wisconsin teachers. 6p. 1963 (Wisconsin Council). S. 25 for $1.00, in quantity lots only. (43401R)

The Student's Right to Read--Prepared by the NCTE Committee on the Right to Read. Divided into two sections: (1) an open letter addressed to parents and community leaders which has been printed separately and may be obtained in quantity lots for distribution (Stock No. 20202R); (2) a Course of Action with Council recommendations for establishing professional committees to set up procedures for book selection, to work for community support, and to review complaints against books. Lists sources of assistance and current information. 21p. 1962, 1971 (NCTE). E S.C.$.25 (6 for $1.00; 25 or more, $.10 ea.). (20809R)

SPEECH, DRAMA

Drama in Education--Edited by Peter Harris. Twelve articles on improvisation, dramatic activities, and the use of plays at all levels of education. Includes rationales, methods and a selected bibliography. A special issue of the British journal *English in Education.* 72p. 1967 (NATE). E.S.C. $1.75 (22255R)

Speech in the English Classroom--Produced by the NCTE Secondary Section Committee. A portfolio of 12 articles on different aspects of teaching speech in the English classroom. 1961 S.C. $1.00 (15 or more, $.90 ea.). (51204R)

Teacher's Guide to High School Speech--Published by the Indiana State Department of Public Instruction in cooperation with the Indiana University English Curriculum Study Center. Suggested guidelines for developing high school speech programs in (1) the basic course, (2) the advanced course, (3) dramatic arts, (4) radio and TV broadcasting, (5) cocurricular programs. 249p. 1966 S. $1.75 (51507R)

GENERAL

A Common Purpose--Papers and discussion from the International Conference on the Teaching of English held at the 1965 NCTE convention. Concerns problems and practices common to English teachers in Great Britain, Canada, and the United States. James Squire, editor. 243p. 1966 (NCTE). E.S.C. $3.00 (15 or more, $2.70 ea.). (01107R)

A Minimal Professional Reference Library for Teachers of Secondary School English--A suggested basic list for the high school professional reference library. Compiled by William J. Scannell. 4p. 1968 (NCTE). E.S.C. 25 for $1.00 (19401R)

Challenges to Meet: Guidelines for Building English Language Arts Curriculums, K-12--Bureau of Elementary and Secondary Education, State Department of Education, Hartford, Connecticut 06115. 1970. 132p. Single copies free (ERIC abstract in *Research in Education,* August 1970; ED 038 892, EDRS price: MF--$0.50, HC--$5.60, 110 pp.) The purpose of this publication is to guide the creation of curriculum guides in local schools. Suggestions are given for planning, organizing, writing and implementing a new guide. Many questions, rather than dictums, are listed to stimulate curriculum committees. On the whole, these guidelines would be most useful for teachers who have never written a guide before or who need guidance in planning a total K-12 program.

Creative Approaches to the Teaching of English--By Agnella Gunn and others. Includes a sample unit on the Negro for predominantly white high school English classes. 1964 (Journal of Education). 109p. S. $1.25. (01205R)

Creative Power: The Education of Youth in the Creative Arts--By Hugh Mearns. New York, Dover Publications, Inc., 1958--One of the finest books of all time on the basic philosophy of creative growth in children. Dynamic insights into language play, poetry, ryhme, and individual talents of children in the learning and experiencing processes.

Creativity in English--A Dartmouth Seminar Paper edited by Geoffrey Summerfield. Contains articles on creative English by David Holbrock, Reed Whittemore, and Summerfield. 68p. 1968 (MLA, NATE, NCTE). E.S. $1.50 (15 or more, $1.35 ea.). (01214R)

Ends and Issues--1965-1966--Edited by Alexander Frazier. A publication of the NCTE Commission on the English Curriculum; discusses the status of the English curriculum. 49p. 1966 (NCTE). E.S. $1.00 (15 or more, $.90 ea.). (01606R)

English Education Today--By Lois S. Josephs and Edwin R. Steinberg, Noble & Noble Publishers, Inc., 1970. A collection of professional articles on curriculum, methods and research in English. Well known contributors such as Squire, Dixon, DeMott, Douglas, Moffett, Marckwardt, and Hogan.

English in A Decade of Change--By Michael Shugrue. Reviews and assesses the state of English teaching and learning. A survey of English in the 1960s with a look ahead to the 1970s. 204p. 1968 (Western Publishing Co.). E.S.C. $1.95 ($1.75) (01955R)

Freedom and Discipline in English--A report of the CEEB Commission on English. The culmination of five years of study, discussion, experimentation, and synthesis, presenting a consensus among teachers of English on the essential characteristics of its component subjects. Presents ideas for the improvement of the teaching of English. 178p. 1965. E.S.C. $1.75 (02400R)

Guiding Children's Language Learning--By Pose Lamb. William C. Brown Co. Publishers, 1967. Eleven separate chapters on elementary language development, language programs, oral English, listening, writing, spelling, and evaluation.

Interpreting Language Arts Research for the Teacher--By Harold G. Shane, James Walden, and Ronald Green. The third in a series of research reviews published by the Association for Supervision and Curriculum Development. Synthesizes information related to major areas of instruction in reading and the language arts. Drawn from more than 1,200 references published from 1963 to the present. 208p. 1971 (ASCD) E.S. $4.00 ($3.60). (15147R)

Let Them Be Themselves--By Lee Bennett Hopkins, New York, Citation Press, 1969. A good selection of activities for enriching a language arts program for disadvantaged children in elementary schools. Includes activities in language, poetry, creative dramatics, children's literature, critical thinking, and composition.

New Directions in Elementary English--Edited by Alexander Frazier. A selection of papers on literature, language, and composition for elementary grades prepared by scholars and specialists for NCTE's 1966 elementary institutes. 221p. 1967. E.C. $3.50 (15 or more, $3.15 ea.). (03800R)

New English, New Imperatives--Edited by Henry B. Maloney. Nine papers originally presented at a series of NCTE Spring Institutes for high school English department chairmen and supervisors. Designed to help secondary English departments engage in comprehensive self-evaluation to strengthen their programs to deal with problems and stresses of the new decade. Individual articles focus on the Dartmouth Seminar, secondary English departments, and new imperatives in the teaching of English. 111p. 1971 (NCTE). S.C. $2.50 (15 or more, $2.25 ea.). (03855R)

New Trends in the Teaching of English--By William H. Evans and Jerry L. Walker, Rand McNally & Co., Chicago, 1966. Emphasis on the methods of discovery in the teaching of English. A short history of reforms in English, new methods in literature, composition, language, and ways of assessing change in the English curriculum.

Poetry in the Elementary Classroom--By Flora J. Arnstein, Appleton-Century-Crofts, New York, 1962. Poems for children and by children. How to approach poetry with children in the classroom. Language exploration, writing, a climate for poetry and learning through growth are only a few of the areas covered.

Revisiting Basic Issues in English Education--Part I of papers from the sixth Conference on English Education, edited by Oscar Haugh. Eleven concise articles on the British curriculum, English education departments, methods courses, modern grammars, student teaching and other topics. See also Stock No. 21032R. 71p. 1968 (CEE). S.C. $1.75 (15 or more, $1.55 ea.). (20578R)

Screen Experience: An Approach to Film--Edited by Sharon Feyen. George A. Pflaum, Publisher, Dayton, Ohio, 1969. History of film and film styles. Includes sections on literary adaptions for film, film forms, the art of film and film programming. Good bibliography and annotated film list.

Sources of Free and Inexpensive Material--The 17th annual list compiled by John Searles. Full ordering information and prices (if any). Included as sources: professional organizations, media, publishers, businesses, libraries, archives, others. 10p. 1971 (*English Journal).* E.S.C. 10 for $2.00. (10197R)

Supervision of English--Grades K-12-A resource book for state and local school systems, edited by Sue Brett. Reports and recommendations from the Conference of Supervisors of English sponsored by USOE. 106p. 1965 (NCTE). E.S.C. $2.00 (15 or more, $1.80 ea.). (04907R)

12,000 Students and Their English Teachers--Model teaching plans with samples of student work and comments by trained readers. Units in language, literature, and composition for grades 9-12. By the CEEB Commission on English. Spiral bound; includes 12 unbound pictures and cartoons for use in the units. 389p. 1968 S. $5.50. (04756R)

With Respect to Readers: Dimensions of Literary Response--By Walter J. Slatoff, Cornell University Press, 1970. Slatoff challenges the conventional ways of studying literature. His emphasis in this book is upon the individual reader and his variety of ways of responding to a literary work. The individual reader's responses are emotional and subjective, not just detached and objective. He suggests ways that teachers, critics, and students can better approach literature.

Most of the material contained in the bibliography was taken from the National Council of Teachers of English publication *Resources for Teaching English, 1971-72.* For the convenience of librarians, International Standard Book Numbers for all materials from the NCTE listed in the bibliography may be obtained by prefixing the NCTE stock number with 0-8141- and inserting a hyphen between the last two numbers. For example, the International Standard Book Number for the first item in the bibliography would be 0-8141-0250-7. The following is a key to the abbreviations appearing in the bibliography.

(NCTE)	Published by the Council	**BBC**	British Broadcasting Corporation
E.	Elementary interest	**CEEB**	College Entrance Examination Board
S.	Secondary interest	**ERIC**	Educational Resources Information Center
C.	College interest	**IRA**	International Reading Association
ACEI	Association for Childhood Education International	**MLA**	Modern Language Association
ASCD	Association for Supervision and Curriculum Development	**NATE**	National Associaton for the Teaching of English (Great Britain)

PROFESSIONAL ORGANIZATIONS

National Council of Teachers of English (NCTE)
1111 Kenyon Road
Urbana, Illinois 61801

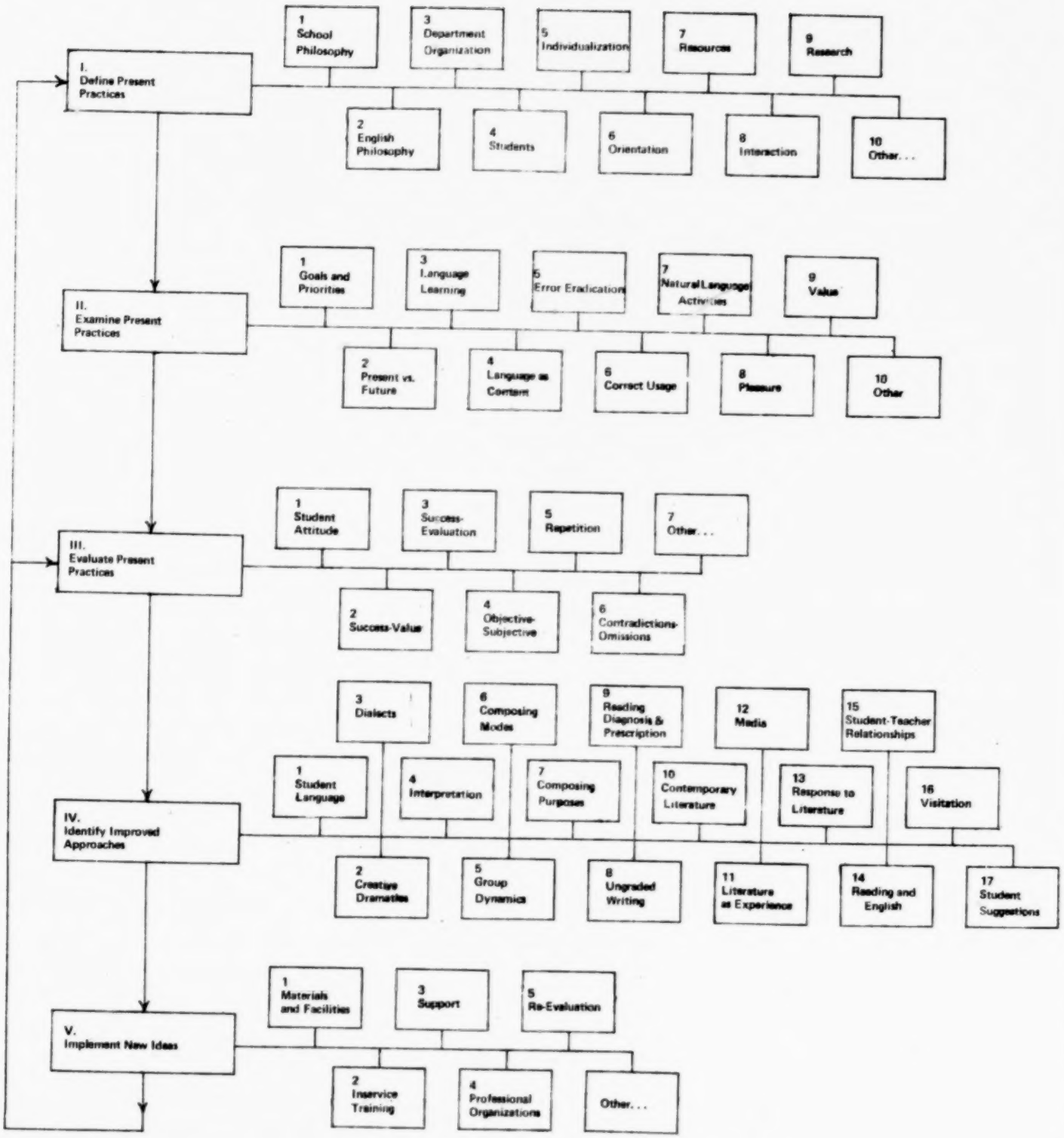
Montana Association of Teachers of English (MATE)
Dennis Mollander, President
C. M. Russell High School
Great Falls, Montana 59401

Association for Supervision and Curriculum Development (ASCD)
1201 16th Street N.W.
Washington, D.C. 20036

National Education Association (NEA)
1201 16th Street N.W.
Washington, D.C. 20036

International Reading Association (IRA)
Six Tyre Avenue
Newark, Delaware 19711

ERIC Clearinghouse on Reading and
Communication Skills
1111 Kenyon Road
Urbana, Illinois 61801


I. Define Present Practices
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2 Inservice Training
4 Professional Organizations
Other...